

Subject Description Form

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| Subject Code | MM2A13 |
| Subject Title | Dialogue with Executives: Leadership and Professional Development Workshops |
| Credit Value | 3 |
| Level | 2 |
| Pre-requisite/ Co-requisite/ Exclusion | N/A |
| Objectives | <p>This subject is a collaboration between CEO Global Education Foundation and PolyU. Through this workshop series, students will interact with senior executives in different industries. Through discussion and exercises, students gain self-awareness and develop leadership skills that are central to personal and professional success.</p> |
| Intended Learning Outcomes | <p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a) Understand self and organizational responsibilities to society, thereby developing a sense of purpose and direction in providing positive impact; b) Recognize the need for continual learning and self-improvement, and be able to plan, manage and evaluate their own learning in pursuit of self-determined purposes; c) Develop communication skills through active listening, teamwork, and presentations; d) Examine and critique diverse arguments and viewpoints, and to reach sound judgments based on sound values and credible evidence; e) Fulfil the English Reading and Writing requirements. |
| Subject Synopsis/ Indicative Syllabus | <p>Throughout the semester, students will attend around 8-10 workshops conducted by senior executives from different industries, through which they acquire understanding and skills in the following topics –</p> <ul style="list-style-type: none"> • Trust and integrity • Cultural intelligence and global mindset • Emotional intelligence and relationships • Conflict management • Impactful leadership • Failing forward • Time and life management |

| | <ul style="list-style-type: none"> • Career development • Effective presentation <p>Each lecture class will cover one of the topics above. For each topic, executives will provide a sharing session, with a question and answer segment. After the sharing session, students will form groups and engage in more in-depth discussion with executives in a structured mentorship setting to exchange ideas.</p> <p>While there is no pre-reading for these sharing sessions, students are required to do a book report based on a book from a selected reading list. The lessons distilled from these books will add to the understanding of the sharing and the richness of the discussion.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <p>Teaching/Learning Methodology</p> | <p>This subject is structured around executive sharing, experiential learning, reflection, and mentorship. There is a structured mentorship component, which affords students a platform to exchange ideas with senior executives.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Assessment Methods in Alignment with Intended Learning Outcomes</p> | <table border="1" data-bbox="536 954 1390 1727"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> <th></th> </tr> </thead> <tbody> <tr> <td>1. Participation in discussion</td> <td>30%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>2. Individual report [EW assessment 30% to be assessed by Subject Instructor & 10% to be assessed by ELC]</td> <td>40%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>3. Final reflection paper</td> <td>30%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="6"></td> </tr> </tbody> </table> <p>To pass this subject, students are required to obtain Grade D or above on the Writing Requirement assignment.</p> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <ul style="list-style-type: none"> • Students are expected to participate actively in the discussion sessions with executives. This is where students gain the most from the executives on the various learning outcomes. Assessment will be based on both students' engagement in the | Specific assessment methods/tasks | % weighting | Intended subject learning outcomes to be assessed (Please tick as appropriate) | | | | | | a | b | c | d | e | | 1. Participation in discussion | 30% | ✓ | ✓ | ✓ | ✓ | | | 2. Individual report [EW assessment 30% to be assessed by Subject Instructor & 10% to be assessed by ELC] | 40% | ✓ | ✓ | ✓ | ✓ | ✓ | | 3. Final reflection paper | 30% | ✓ | ✓ | ✓ | ✓ | ✓ | | Total | 100 % | | | | | | |
| Specific assessment methods/tasks | % weighting | | | Intended subject learning outcomes to be assessed (Please tick as appropriate) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | a | b | c | d | e | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Participation in discussion | 30% | ✓ | ✓ | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. Individual report [EW assessment 30% to be assessed by Subject Instructor & 10% to be assessed by ELC] | 40% | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. Final reflection paper | 30% | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 100 % | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| | <p>general sharing sessions and the group-level discussion sessions.</p> <ul style="list-style-type: none"> The individual report will be a report on a leadership-related book. Students are to distil leadership lessons from the book. Specific focus will be on the application of lessons – how the student resonates with the message of the book through personal experiences, aspiration for the future, or discussion in class. This will include a personal reflection into the topic read – it can be an association with where they currently are (self awareness), as well as what thoughts come to their mind (agree or disagree, practical or impractical). To meet the “ER” (English Reading) requirement, students are to complete a reading of an extensive text (100,000 words or 200 pages). This individual report will be an assessment that taps the comprehension of the reading. A selected list of books is listed below (see Reading List and References). Students can choose from that list. To meet the “EW” (English Writing) requirement, students are required to submit a written assignment between 1,500-2,500 words in English. Students are to view a short online lecture series focusing on writing strategies provided by ELC. They will then submit two drafts of the same piece of extensive writing online in order for ELC staff to provide feedback and assess the progress made by the student in the writing process and the quality of their work. The first submission should be an essay plan supported by academic sources, and the second submission should be a draft of around 1,500 words. The grade assigned for these writing activities will account for 10% of the subject’s final grade while the subject instructor will provide a grade counting for 30% of the subject grade. The final reflection is a substantial written piece where students reflect on what they have learned from the executives throughout the semester. Students are encouraged to discuss a few take home points from the sharing sessions and re-evaluate their learning journey and career development critically. It is a holistic reflection of the self following weeks of discussion on different aspects. It may be how a particular topic has spoken to the individual, the change that may be triggered, and how the individual will seek to pursue his/her future life journey. | |
| Student Study Effort Expected | Class contact: | |
| | <ul style="list-style-type: none"> Seminars and Workshops | 39 Hrs. |
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| | Other student study effort: | |
| | <ul style="list-style-type: none"> Preparation for Seminars and Workshops, Mentorship | 20 Hrs. |
| | <ul style="list-style-type: none"> Assignment Preparation | 60 Hrs. |
| | Total student study effort | 119 Hrs. |

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| <p>Reading List and References</p> | <p>Students are required to read one of the following books:</p> <p>Christensen, C. M., Allworth, J., Dillon, K. (2012). <i>How Will You Measure Your Life?</i> New York: Harper Collins. [240 pages]</p> <p>Drucker, P. F. (2006). <i>The Effective Executive: The Definitive Guide to Getting the Right Things Done.</i> New York: HarperBusiness. [208 pages]</p> <p>Duckworth, A. (2017). <i>Grit: The Power of Passion and Perseverance.</i> New York: Penguin Random House. [368 pages]</p> <p>Dweck, C. S. (2007). <i>Mindset: The New Psychology of Success.</i> New York: Ballantine Books. [320 pages]</p> <p>Goleman, D. (2005). <i>Emotional Intelligence: Why It Can Matter More Than IQ.</i> New York: Bantam Books. [352 pages]</p> <p>Grant, A. (2013). <i>Give and Take: Why Helping Others Drives Our Success.</i> London: Weidenfeld Nicolson. [320 pages]</p> |
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